Adolescents and their aspirations for motorised transport

Debbie Hopkins¹ & Sandra Mandic²

¹Transport Studies Unit, University of Oxford
²School of Physical Education, Sport & Exercise Sciences, University of Otago

BEATS Symposium, 21 July 2016
Automobility

A system which both allows the opportunity to drive, whilst also enforcing the need to drive.
Automobility
Automobility
BUT....
Multi-method study

N=1,373

N=54
Key research questions

How do high school students view driving and motorised transport?

Do high school students aspire to learn to drive, and/or own a car?
Learning to drive

- 80% of total sample did not have a driver’s licence (most were too young)
- 45.5% of 16+ sample didn’t have a drivers licence
  - Of those with a licence, 83% gained their first licence at 16

Intentions to learn to drive (full sample)

- Already had a licence – 20%
- Intended to get a licence – 78%
- Did not intend to get a licence – 2%
- 93% of total sample intended to have a licence by the age of 18.
Perceptions of driving and learning to drive

Percentage of whole sample who agree to following statements:

• One or both of my parents/guardians *drives frequently* 89.4%
• Being able to drive *makes people more independent* 85.4%
• My parents/guardians *enjoy driving* 80.9%
Perceptions of driving and learning to drive

Percentage of whole sample who agree to following statements:

- *I will need* a driver’s licence when I leave school **83.9%**
- My parents/guardians *think I should* learn to drive **80.6%**

- Conversely:
  - I am able to use *active transport* to get where I need to go **65.9%**
  - I am able to use *public transport* to get where I need to go **64.4%**
Learning to drive

Interviewer: Why do you think you’ll get it [driver’s licence] straight away?

Participant D: Because then you don’t have to rely on like transport from your parents or the bus timetable you can just go out whenever you want.

Participant C: If you want to go out with your friends you don’t have to say, “Well can you drive me?” You can just drive yourself.

Participant E: It would be more convenient for them as well as us.

Interviewer: For your parents?

Participant E: Yeah. You can just be like, “I’m going here”. They don’t have to like run around after you.

Participant B: Take yourself to your own sports games and stuff like that.

Participant K: It can make you more helpful too.

[SFG_03]
Current and preferred modes of transport

Total Sample (n=1373)

- Driving a car: +16.1%
- Driven by others: +0.7%
- Walking
- Cycling
- Skateboarding
- Scooter
- Public transport - Bus
- Taxi

Current modes vs Preferred modes
Expected difference between age groups

Preferred Transport modes [for all travel]

- Driving a car
- Walking
- Cycling
- Skateboarding
- Scooter
- Public transport - Bus
- Taxi

Under 16 years of age Preferred modes %
16 years and over Preferred modes %
Ideal transport modes

Interviewer: Why do you think that [walking & cycling are] the ideal?

Participant B: Because you get to feel the warm air, and it’s fun walking or biking

Participant C: I just like biking. You feel good afterwards; it’s nice to be outside.

Participant D: Walking [is best] because it will cost less money and it would save the environment.

SFG #06
Importance of different items

Total sample
- To drive a car
- To own a car
- To own a mobile phone
- To own the latest mobile phone
- To have a computer
- To have internet access
- To travel overseas ("OE")

Under 16 years of age
- To drive a car
- To own a car
- To own a mobile phone
- To own the latest mobile phone
- To have a computer
- To have internet access
- To travel overseas ("OE")

16 years and above
- To drive a car
- To own a car
- To own a mobile phone
- To own the latest mobile phone
- To have a computer
- To have internet access
- To travel overseas ("OE")
• We found strong interest in learning to drive amongst our sample.
• Very few students did not intend to learn to drive.
• Other research has shown that learning to drive has a range of non-mobility related meanings (e.g. employability, adulthood) which may be increasing the attractiveness of learning to drive.
• Driving and car ownership appears to be less important than other items.
Acknowledgments

Sandy Mandic, PhD
John Williams, PhD
Tony Moore, PhD
Charlotte Flaherty, BComm (DCC)
Enrique Garcia Bengoechea, PhD
John Spence, PhD
Debbie Hopkins, PhD (CSAFE)
Gordon Wilson (DSSP)
Tara Duncan, PhD
Susan Sandretto, PhD
Janet Stephenson, PhD (CSAFE)
Ruth Zeinert (GDA)
Andrew Lonie (DCC)

Tessa Pocock
Alex Mintoft-Jones
Ashley Mountfort, BSc
Emily Brook, PGDip
Judy Rodda, PhD
Candice Perring, BPhEd
Daria Gibbons, BSc
Hayley Horwood, BPhEd
Claire Hodge, PGDip
Lauren Keaney (Honours student)
Hamish Gould, Nigel Barrett
Volunteers
Schools
Students, parents, teachers and school principals
Adolescents and their aspirations for motorised transport

Debbie Hopkins¹ & Sandra Mandic²

¹Transport Studies Unit, University of Oxford

²School of Physical Education, Sport & Exercise Sciences, University of Otago

BEATS Symposium, 21 July 2016